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English Grammar in Use

A self-study reference and practice book
for intermediate learners of English

Fourth Edition

with answers and CD-ROM



CD-ROM

Raymond Murphy

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Thanks

This is the fourth edition of *English Grammar in Use*. I wrote the original edition when I was a teacher at the Swan School of English, Oxford. I would like to repeat my thanks to my colleagues and students at the school for their help, encouragement and interest at that time.

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Thank you also to the following illustrators: Humberto Blanco, Paul Fellows, Sophie Joyce, Katie Mac, Ian Mitchell, Gillian Martin, Sandy Nicholls, Roger Penwill, Lisa Smith, Dave Whamond and Simon Williams.

To the student

This book is for students who want help with English grammar. It is written for you to use without a teacher.

The book will be useful for you if you are not sure of the answers to questions like these:

- ☐ What is the difference between *I did* and *I have done*?
- ☐ When do we use *will* for the future?
- ☐ What is the structure after *I wish*?
- ☐ When do we say *used to do* and when do we say *used to doing*?
- ☐ When do we use *the*?
- ☐ What is the difference between *like* and *as*?

These and many other points of English grammar are explained in the book and there are exercises on each point.

Level

The book is intended mainly for *intermediate* students (students who have already studied the basic grammar of English). It concentrates on those structures which intermediate students want to use, but which often cause difficulty. Some advanced students who have problems with grammar will also find the book useful.

The book is *not* suitable for elementary learners.

How the book is organised

There are 145 units in the book. Each unit concentrates on a particular point of grammar. Some problems (for example, the present perfect or the use of *the*) are covered in more than one unit. For a list of units, see the *Contents* at the beginning of the book.

Each unit consists of two facing pages. On the left there are explanations and examples; on the right there are exercises. At the back of the book there is a Key for you to check your answers to the exercises (page 336).

There are also seven *Appendices* at the back of the book (pages 292–301). These include irregular verbs, summaries of verb forms, spelling and American English.

Finally, there is a detailed *Index* at the back of the book (page 373).

How to use the book

The units are *not* in order of difficulty, so it is *not* intended that you work through the book from beginning to end. Every learner has different problems and you should use this book to help you with the grammar that *you* find difficult.

It is suggested that you work in this way:

- ☐ Use the *Contents* and/or *Index* to find which unit deals with the point you are interested in.
- ☐ If you are not sure which units you need to study, use the *Study guide* on page 326.
- ☐ Study the explanations and examples on the left-hand page of the unit you have chosen.
- ☐ Do the exercises on the right-hand page.
- ☐ Check your answers with the *Key*.
- ☐ If your answers are not correct, study the left-hand page again to see what went wrong.

You can of course use the book simply as a reference book without doing the exercises.

Additional exercises

At the back of the book there are *Additional exercises* (pages 302–325). These exercises bring together some of the grammar points from a number of different units. For example, Exercise 16 brings together grammar points from Units 26–36. You can use these exercises for extra practice after you have studied and practised the grammar in the units concerned.

To the teacher

English Grammar in Use was written as a self-study grammar book, but teachers may also find it useful as additional course material in cases where further work on grammar is necessary.

The book will probably be most useful at middle- and upper-intermediate levels (where all or nearly all of the material will be relevant), and can serve both as a basis for revision and as a means for practising new structures. It will also be useful for some more advanced students who have problems with grammar and need a book for reference and practice. The book is not intended to be used by elementary learners.

The units are organised in grammatical categories (*Present and past, Articles and nouns, Prepositions* etc.). They are not ordered according to level of difficulty, so the book should not be worked through from beginning to end. It should be used selectively and flexibly in accordance with the grammar syllabus being used and the difficulties students are having.

The book can be used for immediate consolidation or for later revision or remedial work. It might be used by the whole class or by individual students needing extra help. The left-hand pages (explanations and examples) are written for the student to use individually, but they may of course be used by the teacher as a source of ideas and information on which to base a lesson. The student then has the left-hand page as a record of what has been taught and can refer to it in the future. The exercises can be done individually, in class or as homework. Alternatively (and additionally), individual students can be directed to study certain units of the book by themselves if they have particular difficulties not shared by other students in their class. Don't forget the *Additional exercises* at the back of the book (see **To the student**).

This fourth edition of *English Grammar in Use* has been revised and updated. There are no new Units, but some of the exercises have been rewritten or replaced.

An edition of *English Grammar in Use* without the Keys is available. Some teachers may prefer this for use with their students.

An online version of *English Grammar in Use* is also available.

English Grammar in Use

Present continuous (I am doing)

Study this example situation:

Sarah is in her car. She is on her way to work.
She **is driving** to work.

This means: she is driving *now*, at the time of speaking.
The action is not finished.

Am/is/are + -ing is the *present continuous*:

I	am	(= I'm)	driving
he/she/it	is	(= he's etc.)	working
we/you/they	are	(= we're etc.)	doing etc.



I am doing something – I'm in the middle of doing it; I've started doing it and I haven't finished:

- ☐ Please don't make so much noise. **I'm trying** to work. (*not* I try)
- ☐ 'Where's Mark?' 'He's **having** a shower.' (*not* He has a shower)
- ☐ Let's go out now. It **isn't raining** any more. (*not* It doesn't rain)
- ☐ (at a party) Hi, Jane. **Are you enjoying** the party? (*not* Do you enjoy)
- ☐ What's all that noise? What's **going on**? (= What's happening?)

Sometimes the action is not happening at the time of speaking. For example:

Steve is talking to a friend on the phone. He says:



I'm reading a really good book at the moment.
It's about a man who ...

Steve is not reading the book at the time of speaking.
He means that he has started it, but has not finished it yet.
He is in the middle of reading it.

Some more examples

- ☐ Kate wants to work in Italy, so she's **learning** Italian. (but perhaps she isn't learning Italian at the time of speaking)
- ☐ Some friends of mine **are building** their own house. They hope to finish it next summer.

You can use the present continuous with **today / this week / this year** etc. (periods around now):

- ☐ A. You're **working hard today**. (*not* You work hard today)
- ☐ B. Yes, I have a lot to do.
- ☐ The company I work for **isn't doing** so well **this year**.

We use the present continuous when we talk about changes happening around now, especially with these verbs:

get change become increase rise fall grow improve begin start

- ☐ Is your English **getting** better? (*not* Does your English get better)
- ☐ The population of the world **is increasing** very fast. (*not* increases)
- ☐ At first I didn't like my job, but I'm **beginning** to enjoy it now. (*not* I begin)

Exercises

1.1 The sentences on the right follow those on the left. Which sentence goes with which?

1 Please don't make so much noise.	a It's getting late.	1 f
2 I need to eat something soon.	b They're lying.	2
3 I don't have anywhere to live right now.	c It's starting to rain.	3
4 We need to leave soon.	d They're trying to sell it.	4
5 They don't need their car any more.	e I'm getting hungry.	5
6 Things are not so good at work.	f I'm trying to work	6
7 It isn't true what they said.	g I'm looking for an apartment.	7
8 We're going to get wet.	h The company is losing money.	8

1.2 Complete the conversations.

- 1 A: I saw Brian a few days ago.
B: Oh, did you? ... What's he doing these days? (what / he / do)
A: He's at university.
B: ... ? (what / he / study)
A: Psychology.
B: ... it? (he / enjoy)
A: Yes, he says it's a very good course.
- 2 A: Hi, Nicola. How ... ? (your new job / go)
B: Not bad. It wasn't so good at first, but ... better now.
(it / get)
A: What about Daniel? Is he OK?
B: Yes, but ... his work right now. (he / not / enjoy)
He's been in the same job for a long time and ... to get bored
with it. (he / begin)

1.3 Put the verb into the correct form, positive (I'm doing etc.) or negative (I'm not doing etc.)

- 1 Please don't make so much noise. ... I'm trying (I / try) to work.
2 Let's go out now. ... it isn't raining (it / rain) any more.
3 You can turn off the radio. ... (I / listen) to it.
4 Kate phoned me last night. She's on holiday in France. ... (she / have)
a great time and doesn't want to come back.
5 I want to lose weight, so this week ... (I / eat) lunch.
6 Andrew has just started evening classes ... (he / learn) Japanese.
7 Paul and Sally have had an argument. ... (they / speak)
to each other.
8 ... (I / get) tired. I need a rest.
9 Tim ... (work) today. He's taken the day off.
10 ... (I / look) for Sophie. Do you know where she is?

1.4 Complete the sentences using the following verbs:

start get ~~increase~~ change rise

- 1 The population of the world ... is increasing very fast.
2 The world ... Things never stay the same.
3 The situation is already bad and it ... worse.
4 The cost of living ... Every year things are more expensive.
5 The weather ... to improve. The rain has stopped, and the wind isn't
as strong.

Present simple (I do)

Study this example situation



Alex is a bus driver, but now he is in bed asleep.
He is not driving a bus (He is asleep)

but He **drives** a bus. (He **s** a bus driver.)

Drive(s)/work(s)/do(es) etc. *s* the present simple

I/we/you/they	drive/work/do	etc.
---------------	---------------	------

he/she/it	drives/works/does	etc.
-----------	-------------------	------

We use the present simple to talk about things in general. We use *t* to say that something happens all the time or repeatedly or that something is true in general.

- ☐ Nurses **look** after patients in hospitals.
- ☐ I usually **go** away at weekends.
- ☐ The earth **goes** round the sun
- ☐ The cafe **opens** at 7.30 in the morning

Remember:

I **work** ... but He **works** ... They **teach** ... but My sister **teaches**

For spelling (*s* or *-es*), see Appendix 6

We use **do/does** to make questions and negative sentences.

do	I/we/you/they	work?	I/we/you/they	don't	work
does	he/she/it	drive?	he/she/it	doesn't	drive
		do?			do

- ☐ I come from Canada. Where **do** you come from?
- ☐ I **don't** go away very often
- ☐ What **does** this word **mean**? (*not* What means this word?)
- ☐ Rice **doesn't** grow in cold climates.

In the following examples, **do** *s* also the main verb (do you **do** / doesn't **do** etc.)

- ☐ 'What **do** you **do**?' 'I work in a shop.'
- ☐ He's always so lazy. He **doesn't** **do** anything to help

We use the present simple to say how often we do things:

- ☐ I **get** up at 8 o'clock **every morning**.
- ☐ **How often** do you **go** to the dentist?
- ☐ Julie **doesn't** drink tea **very often**.
- ☐ Robert usually **goes** away **two or three times a year**

I promise / I apologise etc.

Sometimes we do things by saying something. For example, when you *promise* to do something you can say 'I **promise** ...'; when you *suggest* something, you can say 'I **suggest** ...':

- ☐ I **promise** I won't be late. (*not* I'm promising)
- ☐ 'What do you **suggest** **do**?' 'I **suggest** that you ...'

In the same way we say: I **apologise** ... / I **advise** ... / I **insist** ... / I **agree** ... / I **refuse** ... etc



Exercises

2.1 Complete the sentences using the following verbs

cause(s) connect(s) drink(s) live(s) open(s) ~~speak(s)~~ take(s)

- 1 Tanya speaks German very well.
- 2 I don't often drink coffee.
- 3 The swimming pool opens at 7.30 every morning.
- 4 Bad driving causes many accidents.
- 5 My parents live in a very small flat.
- 6 The Olympic Games take place every four years.
- 7 The Panama Canal connects the Atlantic and Pacific Oceans.

2.2 Put the verb into the correct form.

- 1 Julie doesn't drink (not / drink) tea very often.
- 2 What time do the banks / close (the banks / close) here?
- 3 I've got a car, but I don't use (not / use) it much.
- 4 'Where do you / come (R cardo / come) from?' 'From Cuba.'
- 5 'What do you / do (you / do)?' 'I'm an electrician.'
- 6 It takes (take) me an hour to get to work. How long (it / take) you?
- 7 Look at this sentence. What does this word / mean (this word / mean)?
- 8 David isn't very fit. He doesn't do (not / do) any sport.

2.3 Use the following verbs to complete the sentences. Sometimes you need the negative:

believe eat flow ~~go~~ ~~grow~~ make rise tell translate

- | | |
|---|--|
| 1 The earth <u>goes</u> round the sun. | 7 An interpreter <u>translates</u> from one language into another. |
| 2 Rice <u>doesn't grow</u> in Britain. | 8 Lars are people who <u>don't tell</u> the truth. |
| 3 The sun <u>flows</u> in the east. | 9 The River Amazon <u>flows</u> into the Atlantic Ocean. |
| 4 Bees <u>eat</u> honey. | |
| 5 Vegetarians <u>don't eat</u> meat. | |
| 6 An atheist <u>doesn't believe</u> in God. | |

2.4 You ask Lisa questions about herself and her family. Write the questions.

- 1 You know that Lisa plays tennis. You want to know how often. Ask her
How often do you play tennis ?
- 2 Perhaps Lisa's sister plays tennis too. You want to know. Ask Lisa
Does your sister play tennis ?
- 3 You know that Lisa reads a newspaper every day. You want to know which one. Ask her
Which newspaper does she read ?
- 4 You know that Lisa's brother works. You want to know what he does. Ask Lisa
What does your brother do ?
- 5 You know that Lisa goes to the cinema a lot. You want to know how often. Ask her
How often does she go to the cinema ?
- 6 You don't know where Lisa's grandparents live. You want to know. Ask Lisa
Where do your grandparents live ?

2.5 Complete using the following:

I apologise I insist I promise I recommend I suggest

- 1 Mr Evans is not in the office today. I suggest you try calling him tomorrow.
- 2 I won't tell anybody what you said. I insist.
- 3 (In a restaurant) You must let me pay for the meal. I insist.
- 4 I apologise for what I did. It won't happen again.
- 5 The new restaurant in Hill Street is very good. I recommend it.

Present continuous and present simple (I am doing and I do)

Compare:

Present continuous (I am doing)

We use the continuous for things happening at or around the time of speaking.
The action is not complete.

I am doing

past now future

- ☐ The water **is boiling**. Can you turn it off?
- ☐ Listen to those people. What language **are they speaking**?
- ☐ Let's go out. It **isn't raining** now.
- ☐ 'I'm busy.' 'What **are you doing**?'
- ☐ I'm **getting** hungry. Let's go and eat.
- ☐ Kate wants to work in Italy, so she's **learning** Italian.
- ☐ The population of the world **is increasing** very fast.

We use the continuous for *temporary* situations:

- ☐ I'm **living** with some friends until I find a place of my own.
- ☐ A: You're **working** hard today.
B: Yes, I have a lot to do.

See Unit 1 for more information.

Present simple (I do)

We use the simple for things in general or things that happen repeatedly

I do

past now future

- ☐ Water **boils** at 100 degrees Celsius.
- ☐ Excuse me, **do you speak** English?
- ☐ It **doesn't rain** very much in summer.
- ☐ What **do you usually do** at weekends?
- ☐ I **always get** hungry in the afternoon.
- ☐ Most people **learn** to swim when they are children.
- ☐ Every day the population of the world **increases** by about 200,000 people.

We use the simple for *permanent* situations.

- ☐ My parents **live** in London. They have lived there all their lives.
- ☐ Joe isn't lazy. He **works** hard most of the time.

See Unit 2 for more information.

I always do and I'm always doing

always do (something) = I do it every time

- ☐ I **always go** to work by car. (not 'I'm always going)

'I'm always doing something' has a different meaning. For example:



I'm always losing things = I lose things very often, perhaps too often or more often than normal.

More examples:

- ☐ You're **always playing** computer games. You should do something more active (= You play computer games too often)
- ☐ Tim is never satisfied. He's **always complaining**. (= He complains too much)

Exercises

3.1 Are the underlined verbs right or wrong? Correct them where necessary.

- 1 Water boils at 100 degrees Celsius.
- 2 The water boils. Can you turn it off?
- 3 Look! That man tries to open the door of your car.
- 4 Can you hear those people? What do they talk about?
- 5 The moon goes round the earth in about 27 days.
- 6 I must go now. It gets late.
- 7 I usually go to work by car.
- 8 'Hurry up! It's time to leave.' 'OK, I come.'
- 9 I hear you've got a new job. How do you get on?
- 10 Paul is never late. He's always getting to work on time.
- 11 They don't get on well. They're always arguing.

OK

is boiling

3.2 Put the verb into the correct form, present continuous or present simple.

- 1 Let's go out. It isn't raining (it / not / rain) now.
- 2 Julia is very good at languages. She speaks (she / speak) four languages very well.
- 3 Hurry up! (everybody / wait) for you.
- 4 ' (you / listen) to the radio?' 'No, you can turn it off.'
- 5 ' (you / listen) to the radio every day?' 'No, just occasionally.'
- 6 The River Nile (flow) into the Mediterranean.
- 7 The river (flow) very fast today – much faster than usual.
- 8 (we / usually / grow) vegetables in our garden, but this year (we / not / grow) any.
- 9 A: How's your English?
B: Not bad. I think (it / improve) slowly.
- 10 Rachel is in New York right now. (she / stay) at the Park Hotel.
(she / always / stay) there when she's in New York.
- 11 Can we stop walking soon? (I / start) to feel tired.
- 12 A: Can you drive?
B: (I / learn). My father (teach) me.
- 13 Normally (I / finish) work at five, but this week (I / work) until six to earn a little more money.
- 14 My parents (live) in Manchester. They were born there and have never lived anywhere else. Where (your parents / live)?
- 15 Sonia (look) for a place to live. (she / stay) with her sister until she finds somewhere.
- 16 A: What (your brother / do)?
B: He's an architect, but (he / not / work) at the moment.
- 17 (at a party) (I / usually enjoy) parties, but (I / not / enjoy) this one very much.

3.3 Finish B's sentences. Use **always -ing**.

- 1 A: I've lost my phone again.
B: Not again! You're always losing your phone.
- 2 A: The car has broken down again.
B: That car is useless. It always breaks down.
- 3 A: Look! You've made the same mistake again.
B: Oh no, not again! I always make the same mistake.
- 4 A: Oh, I've forgotten my glasses again.
B: Typical! I always forget my glasses.

Unit 4

Present continuous and present simple 2 (I am doing and I do)

A

We use continuous forms for actions and happenings that have started but not finished (they **are eating** / it **is raining** etc.). Some verbs (for example, **know** and **like**) are not normally used in this way. We don't say 'I am knowing' or 'they are liking'; we say 'I **know**', 'they **like**'.

The following verbs are not normally used in the present continuous:

like	want	need	prefer				
know	realise	suppose	mean	understand	believe	remember	
belong	fit	contain	consist	seem			

- ☐ I'm hungry. I **want** something to eat. (*not* I'm wanting)
- ☐ Do you **understand** what I **mean**?
- ☐ Anna **doesn't seem** very happy at the moment.

B

Think

When **think** means 'believe' or 'have an opinion', we do not use the continuous:

- ☐ I **think** Mary is Canadian, but I'm not sure. (*not* I'm thinking)
- ☐ What **do** you **think** of my plan? (= What is your opinion?)

When **think** means 'consider', the continuous is possible:

- ☐ I'm **thinking** about what happened. I often **think** about it.
- ☐ Nicky **is thinking** of giving up her job. (= she is considering it)

C

See hear smell taste

We normally use the present simple (not continuous) with these verbs:

- ☐ Do you **see** that man over there? (*not* Are you seeing)
- ☐ This room **smells**. Let's open a window.

We often use **can + see/hear/smell/taste**:

- ☐ I **can hear** a strange noise. **Can** you **hear** it?

D

Look feel

You can use the present simple or continuous to say how somebody looks or feels now:

- ☐ You **look** well today. *or* You're **looking** well today.
- ☐ How **do** you **feel** now? *or* How **are** you **feeling** now?

but

- ☐ I usually **feel** tired in the morning. (*not* I'm usually feeling)

E

He is selfish and He is being selfish

He's **being** = He's behaving / He's acting. Compare:

- ☐ I can't understand why he's **being** so selfish. He isn't usually like that.
(**being** selfish = behaving selfishly at the moment)
- ☐ He never thinks about other people. He **is** very selfish. (*not* He is being)
(= He is selfish generally, not only at the moment)

We use **am/is/are being** to say how somebody is *behaving*. It is not usually possible in other sentences:

- ☐ It's hot today. (*not* It is being hot)
- ☐ Sarah is very tired. (*not* Is being tired)

Exercises

4.1 Put the verb into the correct form, present continuous or present simple.

- Are you hungry? Do you want (you / want) something to eat?
- Don't put the dictionary away. I'm using (I / use) it.
- Don't put the dictionary away. I need (I / need) it.
- Who is that man? What is he doing (he / want)?
- Who is that man? Why are you looking (he / look) at us?
- Alan says he's 80 years old, but nobody believes (believe) him.
- She told me her name, but I don't remember (I / not / remember) it now.
- I'm thinking (I / think) of selling my car. Would you be interested in buying it?
- I think you should sell (I / think) you should sell your car. I use (you / not / use) it very often.
- Air consists (consist) mainly of nitrogen and oxygen.

4.2 Use the words in brackets to make sentences. (You should also study Unit 3 before you do this exercise.)

<p>1</p>  <p>(you / not / seem / very happy today) You <u>don't seem very happy today</u>.</p>	<p>2</p>  <p>(what / you / do?) Be quiet! (I / think)</p>
<p>3</p>  <p>(who / this umbrella / belong to?) I have no idea.</p>	<p>4</p>  <p>(the dinner / smell / good)</p>
<p>5</p>  <p>Excuse me. (anybody / sit / there?) No, it's free.</p>	<p>6</p>  <p>(these gloves / not / fit / me) They're too small.</p>

4.3 Are the underlined verbs right or wrong? Correct them where necessary.

- Nicky is thinking of giving up her job. OK
- Are you believing in God?
- I'm feeling hungry. Is there anything to eat?
- This sauce is great. It's tasting really good.
- I'm thinking this is your key. Am I right?

4.4 Complete the sentences using the most suitable form of be. Use am/is/are being (continuous) where possible; otherwise use am/is/are (simple).

- I can't understand why he's being so selfish. He isn't usually like that.
- Sarah is being very nice to me at the moment. I wonder why.
- You'll like Sophie when you meet her. She is being very nice.
- You're usually very patient, so why are you being so unreasonable about waiting ten more minutes?
- Why isn't Steve at work today? is he being ill?

Unit 5

Past simple (I did)

A Study this example:

Wolfgang Amadeus Mozart **was** an Austrian musician and composer. He **lived** from 1756 to 1791. He **started** composing at the age of five and **wrote** more than 600 pieces of music. He **was** only 35 years old when he **died**.

Lived/started/wrote/was/died are all *past simple*.



B Very often the past simple ends in **-ed** (*regular verbs*):

- ☐ I **work** in a travel agency now. Before that I **worked** in a department store.
- ☐ We **invited** them to our party, but they **decided** not to come.
- ☐ The police **stopped** me on my way home last night.
- ☐ Laura **passed** her exam because she **studied** very hard.

For spelling (stopped, studied etc.), see Appendix 6.

But many verbs are *irregular*. The past simple does *not* end in **-ed**. For example:

- | | |
|----------------------|--|
| write → wrote | <input type="radio"/> Mozart wrote more than 600 pieces of music. |
| see → saw | <input type="radio"/> We saw Tanya in town a few days ago. |
| go → went | <input type="radio"/> I went to the cinema three times last week. |
| shut → shut | <input type="radio"/> It was cold, so I shut the window. |

C In questions and negatives we use **did/didn't** + *infinitive* (enjoy/see/go etc.):

I	enjoyed	you	enjoy?	I		enjoy
she	saw	she	see?	she	didn't	see
they	went	they	go?	they		go

- ☐ A: **Did** you go out last night?
- B: Yes, I **went** to the cinema, but I **didn't** enjoy the film much.
- ☐ 'When **did** Mr Thomas **die**?' 'About ten years ago.'
- ☐ They **didn't** invite us to the party, so we **didn't** go.
- ☐ 'Did you **have** time to do the shopping?' 'No, I **didn't**.'

In the following examples, **do** is the main verb in the sentence (**did ... do / didn't do**):

- ☐ What **did** you **do** at the weekend? (*not* What did you at the weekend?)
- ☐ I **didn't** **do** anything. (*not* I didn't anything)

D The past of **be** (am/is/are) is **was/were**:

I/he/she/it	was/wasn't	was	I/he/she/it?
we/you/they	were/weren't	were	we/you/they?

Note that we do not use **did** in negatives and questions with **was/were**:

- ☐ I **was** angry because they **were** late.
- ☐ **Was** the weather good when you **were** on holiday?
- ☐ They **weren't** able to come because they **were** so busy.
- ☐ Did you go out last night or **were** you too tired?